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ABSTRACT

This booklet describes projects undertaken at * American Association of Colleges for Teacher Education (AACTE) institutions in response to the National Education Goals and "America 2000." Following an introduction by Dr. Marilyn J. Guy, AACTE President, the publication is organized by goal as follows: (1) "Readiness for School" presents projects serving young children and parents and programs for children with special needs; (2) "High School Completion" discusses partnerships with schools to meet the needs of students and teachers, services provided to elementary and secondary students by faculty and students, recruitment of minority students into teaching, special teacher preparation programs for bilingual education, multicultural education, inner-city schools, and at-risk students; (3) "Student Achievement and Citizenship" offers projects serving children with special needs and at specific levels; (4) "Science and Mathematics Achievement" deals with enhanced preparation of teachers, partnerships, and projects serving special students; (5) "Adult Literacy and Lifelong Learning" addresses fostering workplace education, recruiting minority students as teachers, and tutoring projects; and (6) "Safe, Disciplined, and Drug-free Schools" emphasizes drug-awareness programs. The document concludes by reframing the six Goals to reflect the perspective and involvement of teacher education. (LL)

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THE NATIONAL EDUCATION GOALS: *THE AACTE MEMBER RESPONSE*

With an Introduction by Marilyn J. Guy

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The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate or graduate programs to prepare professional educators. The Association supports programs in data gathering, equity, leadership development, networking, policy analysis, professional issues, and scholarship.

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Introduction by Marilyn J. Guy
AACTE president, 1992-93

At the Charlottesville education summit in 1989, President Bush and the nation's governors unveiled their concept of new priorities for education in the United States—the National Education Goals, a description of six priorities for public schools to achieve by the year 2000. In April 1991, Bush proceeded to introduce AMERICA 2000, the administration plan to achieve the National Goals, to foster children's abilities and well-being, as well as adult literacy and lifelong learning.

Neither the Goals nor AMERICA 2000 identify a specific role for higher education, although teachers and teacher education are crucial to the successful education of our nation's children and the success of AMERICA 2000. Despite this omission, AACTE member institutions across the country have endorsed the goals and created a myriad of successful projects, some of which are outlined in the following pages. These initiatives show teacher education's steadfast support in helping to build an effective education system.

This booklet begins with a synopsis of efforts at some AACTE institutions. These examples are the result of letters sent by AACTE requesting information on projects that involve teacher education's response to the National Goals. We conclude by reframing the six Goals to reflect the perspective and involvement of teacher education.

The Association's members have long recognized their responsibility to educate teachers and other school personnel who protect and nurture children—a population increasingly at risk—in order to ensure a bright future for the nation. This publication is a demonstration of that serious commitment.

Dr. Marilyn J. Guy
Chair, Education Department
Concordia College (Minn.)

Projects serving children and parents.

The Decker Family Development Center was established by the **University of Akron's** departments of elementary education and sociology, Children's Hospital Medical Center of Akron, and the Barberton schools. It is funded by $1.23 million in government grants and provides comprehensive educational, health, and social family services. The center offers parental and adult education, job training, extended-year preschool, and a developmental kindergarten.

> "By the year 2000, all children in America will start school ready to learn."

The early childhood and family education program of the college of education at the **University of New Mexico** operates two preschools for local low-income children. The program, which is sponsored by the Bernard Van Leer Foundation and U.S. West, encourages parents to work in classrooms and attend group meetings where problems, values, and ways of becoming more involved in their children's education are discussed. Program staff make regular home visits to parents.

Barbara Fox, a professor in the college of education and psychology at **North Carolina State University,** is working on a long-term research project which combines results from investigations of lifestyles of low-literate adults and school-age children's home reading habits into a plan to encourage families to read together. The in-school siblings of preschoolers read to the younger children so the older children become literacy role models for the preschoolers.

Early childhood faculty at the college of education at **Southern Illinois University-Carbondale** direct a family literacy program in three counties of rural southern Illinois. The program coordinates services to address the social, intellectual, emotional, and physical needs of families with young children whose parents wish to improve their own basic education.

The university, the Illinois state board of education, and 22 school districts collaborate on another project that offers enriched programs to at-risk children in 14 classrooms in four counties.

Teachers College, Columbia University, has established a Center for the Study of the Development of Parents and Their Children, which researches issues of parent education and the cognitive and emotional development of young children.

Programs for children with special needs.

Bright Futures is a collaborative project of the department of teacher education at **Bradley University** in Illinois, the office of the regional superintendent of schools, and the Illinois state board of education. Through the project, at-risk children three and four years old attend preschool four days per week. On the fifth day, teachers receive inservice training at the university or conduct home visits. The classrooms for the project serve as field sites for early childhood education majors and inservice training for teachers in other programs for at-risk children throughout the state.

The department of home economics in the **University of Mississippi** school of education received funding from the March of Dimes to study the effect of participation in the Women, Infants, and Children's program on the birthweight of infants and on their need for medical services.

Since 1989, the school of education and human services at **Oakland University** in Michigan has been engaged in a major program to improve educational opportunities for disadvantaged children from preschool through 3rd grade and to strengthen the preparation of early childhood educators. The program, funded by a $586,000 grant from the W.K. Kellogg Foundation, collaborates with urban centers in Michigan. The project conducts applied research and development that focuses on the transition of children from preschool to elementary school, children's early school learning experiences, appropriateness of instructional and curricular practices, and the professional development of teachers as leaders and advocates for children's learning and development. Over 13,000 children are benefitting from this program as a result of the active role of over 500 teachers.

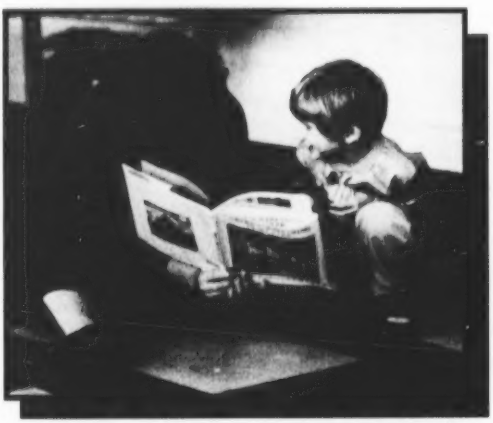
The Susan Gray School for Children, run by the John F. Kennedy Center for Research on Education and Human Development at **Vanderbilt University's Peabody College,** has begun a therapeutic preschool classroom for children who have been abused or neglected. The individualized instructional program addresses all areas of development and emphasizes school readiness skills. A mental health counselor provides the children with daily small group and individual counseling and also provides parent counseling and education. The program is funded by United Way of Middle Tennessee. The goal is to prevent the need for special education placement when the children enter school.

The college also administers the Tennessee Outreach Training Project, which offers information on best practices to center- and home-based programs serving young children with disabilities. The project conducts regional training workshops, offers a self-assessment to help program staff evaluate their practices, and promotes networks whereby early childhood special educators share information.

Projects serving young children.

Cheryl Smith and Carolyn Scheibelhut of **Concordia College** in Minnesota developed two courses preparing undergraduate students for kindergarten teaching. The courses focus largely on helping students understand how what happens to children from birth affects the knowledge, skills, and dispositions they bring to the classroom. Smith and Scheibelhut have also worked with the Fargo School District kindergarten teachers for the past three years to help them learn appropriate ways to foster emergent literacy and integrate math into the curriculum.

The college of education, fine arts, health, and physical education at the **University of Rio Grande** in Ohio has developed an early childhood development program that trains adults to work with children from birth through age five. A unit on nutrition is part of the program, so students can educate the parents of children who are enrolled. The university is also constructing a child development center.



A University of Akron education major works with a small client in one of the early childhood programs at the Decker Family Development Center.

Partnerships with schools to meet the needs of students and teachers.

Funded federally through the Kentucky Council on Higher Education, the Destination Graduation program at **Eastern Kentucky University's** college of education is in partnership with the Rockcastle and Estill counties school systems to provide tutorials to at-risk 9th- and 10th-grade students to build math, language arts, and study skills. The college of education has long been involved in techniques for teaching the rural disadvantaged student and serves as a source of expert trainers to prepare the tutors.

> "By the year 2000, the high school graduation rate will increase to at least 90 percent."

With funding from the U.S. Department of Education School, College, and University Partnership, the school of education at **Jackson State University** runs the Youth Enhancement for Success [YES] project. Project YES is a statewide partnership consisting of the Mississippi Board of Trustees of Higher Learning, seven state institutions of higher education, and nine local school districts. The partnership, begun in 1988, has established a statewide relationship of the public and private sectors for dropout prevention; provided services to students for academic and family support; and established a dropout prevention awareness program.

Since 1988, **Kean College** of New Jersey has run Project Adelante (Onward!), a program designed to decrease the high school dropout rate of Latino students, increase their academic skills, and encourage them to pursue higher education. Project Adelante is a partnership among three urban school districts, AT&T, Kean College, and the N.J. Department of Higher Education. It serves 150 Latino students from the 6th grade until high school graduation. Students attend Kean College weekdays during the summer session and Saturdays during the school year for an academic enrichment program. The project has been successful because it includes components that studies have shown to be key in the retention of Hispanic students: family involvement; use of the language and culture of the students in instruction; high level of cooperation with school districts; and availability of role models.

Through the Niagara University Learning Partnership, **Niagara University** provides services to at-risk students from kindergarten through high school in public schools in Niagara Falls, New York. In elementary schools, the partnership sponsors a kindergarten enrichment program and tutorial support. In middle schools, the partnership offers after-school homework assistance. In high schools, the partnership supports 9th-grade programs with smaller classes, adjusted curriculum and close monitoring of attendance. The partnership also offers a program that provides support groups for children of alcoholics, education about addiction, and help in overcoming substance abuse.

The Center on Education and Training for Employment at **Ohio State University** is conducting several federally funded dropout prevention projects in collaboration with other institutions. Many of the projects link academic instruction to vocational applications.

Faculty and students provide services to elementary and secondary students.

The Family Literacy Project at Queens College of the City University of New York seeks to improve the prospects for adolescent parents and their children by working with young parents while they are still enrolled in school, supporting their efforts toward completion of their high school diplomas through activities that enhance their parental skills at the same time. Each participating high school has designated a family Literacy Project Team. The project sponsors two courses, "Children's Literature" and "Children's Language and Literacy Development."

After a highly successful pilot program at Far Rockaway High School in 1990, funding was obtained to expand to five additional sites in 1991-92. The project piggybacks on the New York City board of education's program for adolescent parents, which provides on-site childcare and counseling services.

Georgia Southern University and the Altamaha-Georgia Southern Private Industry Council sponsor this program at Statesboro High School in Bulloch County. Basic skills, pre-employment skills, and work maturity skills training are provided to 12 teenage mothers (or mothers-to-be), ages 14-21. This class is included as part of the regular school day, and participants receive academic credit each semester. One day per week, the Bulloch County Extension Service conducts a class on nutrition for the teens and their babies. Life skills, parenting skills, and counseling are also a part of this program.

Recruitment of minority students into teaching.

The Young Educators Society, a program that resulted from a recommendation made by an Eastern Michigan University commission, encourages urban high school students to stay in school and works to recruit the students into teaching. The program involves 1,600 students and advisors in 10 Michigan cities. Among the activities offered in the chapters are leadership training, study skills, tutoring, and mentoring.

Special teacher preparation programs for bilingual education, multicultural education, inner-city schools, and at-risk students.

The department of rehabilitation and special education at the college of education at Auburn University in Georgia has created a faculty position to concentrate on preparing secondary special education teachers with knowledge and competence in functional assessment, functional curricula, work-study programs, and vocational placement. A course has been developed to address transitions from school to work for youth with disabilities.

Marian College in Wisconsin, together with three elementary schools, sponsors a mentoring program in which Marian education students visit the schools to have lunch with children having trouble in school. In the process, the Marian students develop an understanding of the complex situations they may be facing as teachers in the future.

Projects serving children with special needs.

The college of education at **Florida State University** is developing strategies to prepare teachers of children with limited proficiency in English. The college identified courses, activities, and inservice training to prepare Florida teachers to develop students' skills in speaking, reading, writing, and listening to English.

> "By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Jackson State University's school of education initiated Project EASY to enhance minority secondary students' academic performance. Funded through the Carnegie Corporation, the project is a collaborative venture among the school of education, the Legislative Black Caucus of Mississippi, six higher education institutions, local school districts, private enterprise, and the Governor's office. The curricula includes academic enrichment in math, science, and English; inservice training in math, science, English, and counseling for participating school staff; parent involvement in training, counseling, and teaching; and continuous support for students.

In 1991, **Kean College** received a $200,000 grant from AT&T for Project Advance. The program targets 4th-grade students from the Elizabeth, New Jersey, school district. A summer academy and Saturday classes during the school year are designed to improve the math and science and native- and second-language skills of urban minority students, and involve families in the educational process. Project Advance's approach in math and science uses group and hands-on work. Science is taught through high-interest laboratory activities.

In pursuit of Goal 3, **Northeastern State University** in Oklahoma has developed a partnership with four school districts to deliver targeted services to students, including a pilot program to ease the transition of at-risk students from rural schools into middle school; and production of new materials to enhance the preparation of foreign language teachers.

Courses in the education department of the **College of St. Elizabeth** in New Jersey are designed to facilitate understanding of living and teaching in a pluralistic society. During sophomore field-based courses, urban schools are the settings for observation of diverse populations. In a "microteaching" experience in the junior year, preservice teachers develop reading and language arts skills of children of African-American, Asian, Latino, and European backgrounds.

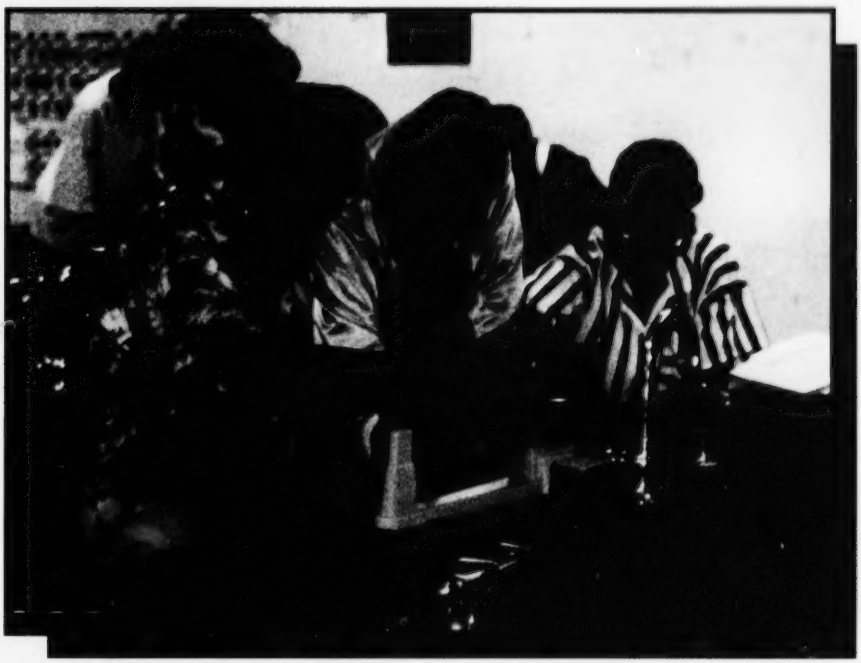
The school of education at the **College of William and Mary** hosts a federally funded research and development project that serves selected students and their families in the Central Virginia and Tidewater areas who are gifted and are members of ethnic minority groups, handicapped, or low-income. The three-year Project Mandala provides instruction and support services to 143 students and their families. The project evaluates the curriculum from multiple perspectives and develops multicultural curricula. A home curriculum for parents complements the curriculum used with project students.

Programs serving children at specific levels.

The education department at **Alverno College** has collaborated with several school districts in Wisconsin to refashion their curricula and assessment practices to further develop students' abilities. For the Milwaukee public schools, a multi-year plan, developed with the help of Alverno faculty, focuses on 10 teaching and learning goals that integrate knowledge and respect for diversity.

Arizona State University features courses taught on-site in middle schools each semester that are geared toward teaching inservice and postbaccalaureate students methods of teaching middle grade reading, writing, science, math, and social studies.

North Carolina State University sends faculty members to teach at high schools across the state in its OUTREACH Program. Established in 1985, the program affects about 6,000 students annually, who typically receive instruction in international and domestic issues as well as foreign language and composition skills. Operation of the program is covered by an institutional foundation and corporate gifts.



Students involved in Jackson State University's Project EASY work together on a science project.

Enhanced preparation of teachers.

To enhance science teacher preparation, **Arizona State University** has a range of in-service programs funded by the National Science Foundation, Eisenhower grants, and industry. These programs, targeted at

> "By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

elementary teachers, focus on issues of science, technology, and society; and the preparation of science materials for non-English speakers.

For seven years, **Central Missouri State University** has conducted a teacher enhancement program called "Teachers, Industry, and Environment," in cooperation with the Missouri Department of Natural Resources and the Missouri Chemical Council. The program organizes workshops, fosters research, and promotes effective science teaching practices. Efforts are made to make personal contacts between teachers and industry professionals. Over 450 teachers have participated in the program which is now completely industry-funded after initial support by the NSF. The university operates a 24-hour hotline with information about the program.

The City College of New York, with support from the U.S. Department of Education, conducts a project, "Developing Teachers as Inquirers," which fosters hands-on science education for teachers. Teachers are trained in scientific investigation procedures, have follow-up sessions with scientists, and practice new skills with children and parents in clinical settings. Special sessions for school principals and other administrators are also part of the program.

Partnerships.

The school of education at **California State University-Bakersfield** has established a kindergarten-university math, science, and technology partnership project. The project promotes and models effective uses of technology in teacher education and K-12 programs; educates K-12 teachers to raise their expectations for math and science instruction; and facilitates the improvement of math and science teaching in K-12 programs. Other members of the partnership are two high school districts, IBM, and the U.S. Department of Education.

The school of education at the **University of Dayton** has initiated the partnership "Dayton Science Project," comprised of public schools, professional associations, a museum, software publishers, research institutes, and local industry. The project's objectives include a redesign of the K-12 science curriculum, creation of a communications technology network between science and math teachers and students, and industry and government staff; and science content and pedagogy workshops for teachers. The project is funded by the NSF.

The schools of education at **East Carolina University** and University of North Carolina-Wilmington have linked up for the North Carolina Project for Reform in Science Education. The statewide project's purposes include rewriting the middle-school science curricula to reflect guided-inquiry instruction geared to students' life experiences. Serving as pilot sites are seven middle schools in six counties. The project is expected to continue through grades 9-12, and is part of the National Science Teachers Association's National Scope, Sequence, & Coordination of Science Project.

The Center of Excellence for Science and Mathematics Education at the **University of Tennessee at Martin** uses a Nashville theme park as one effort to improve math and science education. At "Opryland Science Day," high school students from three states investigate energy, electricity, heat,

botany, and other principles while using the theme park's rides and grounds.

Projects serving special students.

Fayetteville State University in North Carolina is pursuing several efforts:

- A "Family Math" program involves parents in their children's math education.
- A "Math Clinic" strives to improve the quality of math education through the use of microcomputers and the introduction of new teaching methods in math to elementary school teachers. The clinic provides remediation and enrichment programs in math to area public school students.
- The TCOTS (Teacher Certification Opportunities for Transitioning Soldiers) program utilizes the proximity of the FSU campus to Fort Bragg and Pope Air Force Base to offer special programs in teacher certification for those leaving the military. The program has provided to the county a number of teachers with substantial backgrounds in math and science.

Indiana University's QUEST project (Quality University Elementary Science Teaching) has a special program for students who select a science concentration. Central to the program is an interdisciplinary course taught by biology, geology, chemistry, physics, and astronomy faculty; and a cadre of elementary teachers in local schools who serve as mentors during the student teaching experience. QUEST has also created a Saturday Science Experience Program for elementary school children that provides observation and small group teaching experiences for preservice and inservice teachers. Geology and microbiology have been explored through such activities as a fossil dig and crystal making.

The College of New Rochelle's "Project Symbiosis" strives to increase the number of women and minorities who obtain science and engineering degrees. The program involves high school students in a three-week, intensive summer workshop. Activities are designed to demonstrate the necessity for understanding math and encourage students to become responsible for their own learning. An academic-year follow-up builds on science and math skills.

The Greensboro Area Mathematics and Science Education Center Pre-College Program at **North Carolina Agricultural and Technical State University** is a year-long academic enrichment program for over 450 students in grades 4-12. The program works to increase the number of minorities and girls who complete Algebra I by the 8th or 9th grade and graduate from high school with a demonstrated ability in science, math, communications, and computer science. The program provides instruction and activities; academic counseling and assessment; and parent involvement programs.

The College of St. Scholastica in Duluth, Minnesota, will cosponsor a math inservice education program for 36 teachers of grades K-6 in fall 1992, funded by a grant from the Minnesota Higher Education Coordinating Board. The program is designed to increase teachers' awareness of Native American students' special needs and strengthen their math content knowledge.

Other efforts include the Center for Promoting Learning among the Underrepresented in the Sciences (PLUS), funded by the Bush Foundation. The center, in cooperation with school districts, scientists, and professional organizations, fosters learning among women and minorities in science and math.

As the first college to grant degrees to women, **Wesleyan College** in Macon, Georgia, has been concerned with increasing the number of women and minorities who obtain math, science, and engineering degrees. Since 1976, the college has sponsored "Expanding Your Horizons in Science and Mathematics" conferences for middle- and high-school girls to develop awareness of math, science, and engineering career options. Wesleyan also offers a math and science summer camp for girls in the 6th, 7th, and 8th grades, in cooperation with the U.S. Department of Energy's Oak Ridge National Laboratory.

Fostering workplace education.

A partnership program among North Carolina State University-Raleigh, the U.S. Department of Education, the Sara Lee Corporation, and Forsyth Community College works to improve the literacy skills of Sara Lee employees. Basic and job-related skills are stressed in an in-plant instructional program with a curriculum customized for this work force. Employees are granted release time from their jobs to attend classes at the plant. A supervised learning lab is also provided with a broad range of computer software. Portions of the curriculum are being converted to interactive CD-ROM software for use in other Sara Lee plants and other industries.

> "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global society and exercise the rights and responsibilities of citizenship."

Ohio State University's Center on Education and Training for Employment has focused on fostering workplace literacy during its 25-year history. The center has provided curricula for training programs, conducted needs assessments of workers in the face of the demands of changing technology, and reviewed program materials for business and industry. Courses such as "English on the Job" and "Reasoning Skills on the Job" have been established.

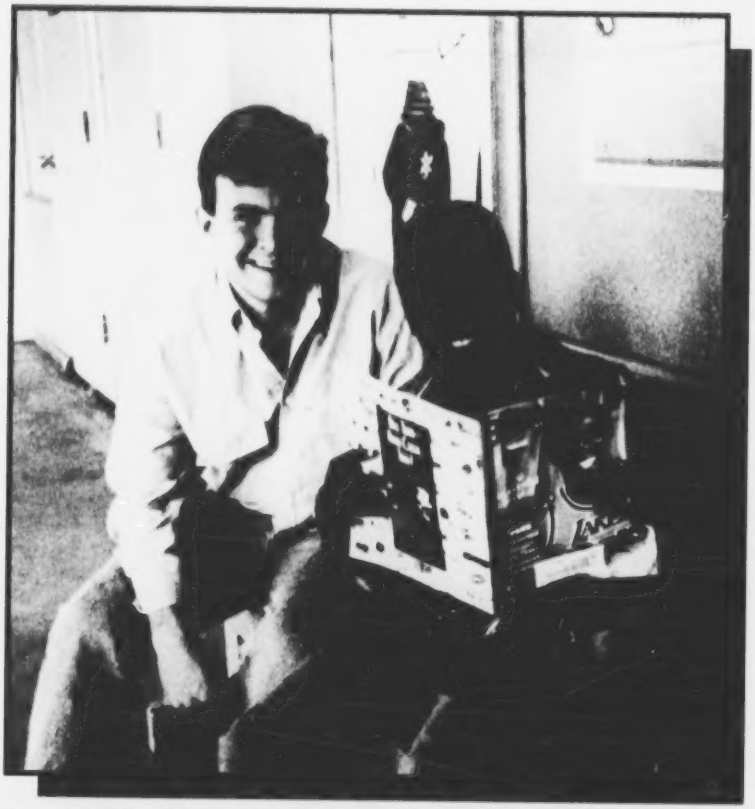
Recruiting minority students as teachers.

Marian College in Wisconsin encourages minority middle school students to pursue teaching as a profession through a program that involves the students, education faculty, preservice teachers, and parents. The students, selected by principals, teachers, and counselors, have opportunities to develop lesson plans, teach a hobby or skill to their peers, and visit elementary schools to read stories to children, all under the supervision of education faculty. Follow-up activities such as annual reunions and tracking the students' progress through high school are expected to be added to the program.

Tutoring projects.

East Carolina University provides a course, "Teaching the Educationally Disadvantaged Adult," as well as a Student Literacy Corps. The course, which focuses on literacy education and special populations that have tended to be educationally disadvantaged in the past, includes observation of adult literacy classes and individual work with adults enrolled in literacy classes. The Literacy Corps, funded by a federal grant, provides academic credit to undergraduate students working with at-risk elementary school students in an after-school enrichment project. Components of the Corps' program are parenting workshops and joint activities with parents and children.

Now in its fifth semester, the University of Miami Student Literacy Project has developed a model volunteer tutoring program to foster literacy skills and positive attitudes toward literacy among at-risk elementary school students. University of Miami tutors, including undergraduate education and other majors, are trained in six workshops. Activities with the children include read-aloud materials and maintaining a journal.



University of Miami's Student Literacy Project has grown from an initial five volunteer tutors to 17, with tutors volunteering up to 60 hours of their time. Pictured: Miami student Joe Raziano with one of the students from Tucker Elementary School in Coconut Grove, Fla.

Drug-awareness programs.

Ball State University offers a certificate program in drug abuse counseling open to undergraduate and graduate students in all majors. The program provides information to teachers and others working in human services careers.

> "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

The **East Carolina University** Regional Training Center takes a different approach in its drug prevention program: it focuses on adults who have contact with high-risk youth. The university-based, state-supported program conducts seminars, provides consultation services and resources, and also assists the community college system in prevention programming.

A computer-based support system has been developed at **Indiana University** to assist teachers and administrators with creating effective drug prevention programs. With the DIADS (Drug Information, Assessment, and Decisions for Schools) system, computer users can access information about drugs; a database with exemplary drug abuse prevention programs that include curriculum, peer, student assistance, parent, and community programs; an assessment plan to weigh the effectiveness of a current drug prevention program; and a step-by-step action plan that enables teachers to implement drug prevention programming in their schools.

Iowa State University has developed the "Rural Iowa Early Intervention Initiative: Drug Prevention Training for School Personnel." It provides inservice training to middle school staff and community members to enable them to create school/community partnerships for the screening, intervention, and referral of students; organize peer tutoring groups for at-risk middle school students; and learn skills to address drug prevention for middle school youth.

At **Southern Illinois University at Carbondale**, an unusual drug abuse prevention program targets children aged three through eight years old for special attention. Funded by the Illinois Attorney General's office, the program curriculum includes five core "hands-on" activities and a parental involvement component, and incorporates information from the Office of Substance Abuse Prevention and the U.S. Department of Education.

Through its university/school/community Alliance for Better Schools, **Trinity University** in Texas has several programs to address substance abuse, with special attention to inner-city middle school students: Families, an initiative involving parents in their children's education and providing other services through the YMCA and United Way agencies; Hy-Lyfe, a weekend outdoor alternative learning program at a YMCA camp; and School Beyond School, a program to provide students with creative learning experiences after school, weekends, and summers.

The **University of West Florida** has piloted three modules on drug prevention in its professional education sequence during undergraduates' junior and senior years. The modules were developed at Pensacola Junior College through the federally funded Drug-Free Schools and Community Project. The first module, "Drug Education Awareness: A Psychological Perspective for Beginning Teachers," presents classification of drugs by effects and ways to identify users. The second module, "A Sociological Perspective," reviews drug use history, legal attempts at control, and factors affecting drug use. The third module is selected from three areas (elementary, secondary, or special education). The modules address the problems of defining and monitoring school policy and introducing drug prevention education into the curriculum.

The National Education Goals and AACTE's Strategies for Learning

GOAL 1: Readiness for School.

"By the year 2000, all children in America will start school ready to learn."

AACTE: All schools will be ready for children.

GOAL 2: High School Completion.

"By the year 2000, the high school graduation rate will increase to at least 90 percent."

AACTE: Schools and teachers will receive necessary support to engage all children in learning, including development of special programs for those most at risk.

GOAL 3: Student Achievement and Citizenship.

"By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

AACTE: Teachers will be proficient in the subjects they teach and the pedagogies to teach them. They will be skilled in the use of assessment to diagnose strengths and weaknesses of individual learners.

GOAL 4: Science and Mathematics.

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

AACTE: U.S. citizens will be first in the world in thinking skills and problem-solving.

GOAL 5: Adult Literacy and Lifelong Learning.

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global society and exercise the rights and responsibilities of citizenship."

AACTE: Schools and businesses will join together to enhance workers' abilities, both in the classroom and beyond.

GOAL 6: Safe, Disciplined, and Drug-Free Schools.

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

AACTE: All children will be guaranteed a safe learning environment. To that end, every child in America will be taught by a fully qualified, licensed, professional teacher.

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